

CRANSTON SCHOOL COMMITTEE MEETING

THURSDAY, MAY 19, 2005

WILLIAM A. BRIGGS BUILDING (REED CONFERENCE ROOM)

845 PARK AVENUE

EXECUTIVE SESSION: 6:00 P.M.

PUBLIC WORK SESSION: IMMEDIATELY FOLLOWING

EXECUTIVE SESSION

MINUTES

NOTE: This Work Session was originally scheduled to take place on Wednesday,

May 11, 2005, but was postponed to Thursday, May 19, 2005. It is the same agenda as appeared for May 11, 2005.

A public work session of the Cranston School Committee was held on the evening of the above date at the William A. Briggs Building in the Reed Conference Room with the following members present: Mr. Archetto, Mrs. Greifer, Ms. Iannazzi, Mr. Lupino, Mr. Palumbo, Mr. Stycos, and Mr. Traficante. Also present were Mrs. Ciarlo, Mr. Balducci, and Mr. Votto. Mr. Scherza was absent.

The work session was called to order at 6:20 p.m. It was moved by Mrs. Greifer, seconded by Ms. Iannazzi and unanimously carried that the members adjourn to Executive Session pursuant to RI State Laws

PL 42-46-5(a) 1 personnel and PL 42-46-5(2) collective bargaining and litigation.

Mr. Palumbo reconvened the work session at 7:02 p.m.

The roll was called.

Moved by Mr. Stycos, seconded by Mr. Lupino and unanimously carried that the May 19, 2005 Executive Session minutes remain confidential.

Mrs. Ciarlo stated there are new members on this School Committee, and she wanted them to get an idea about after school programs. There are other companies that have indicated an interest as well. The School Committee is interested in knowing about it and being knowledgeable about it as their responsibility. They will be discussing their contracts with the schools in particular with the PTG's. She wants the committee to know basically what this company would be contracted to do.

Mr. Palumbo commented that Mr. and Mrs. Ruggieri who have triplets, asked to speak at this work session regarding the proposed Kindergarten policy regarding eligibility for Kindergarten.

Mary Christine Ruggieri spoke for herself and her husband, John Ruggieri. She stated that she wanted to bring to the committee's

attention that they have triplets who are four years old and will turn five in October. On the advice of Cranston Special Services, they

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have had their children in pre-school for two years. They went through a three year old program and a four year old program. That was with the intent of them going into Kindergarten this coming September 2005. She knows that this law went into effect January 2004, however, they have planned their lives around before this law went into effect. This is something that happened when her children were already 3-1/2 years old. She is not 100% to keeping them back; she doesn't want to push them forward if they aren't ready. However, she is wondering how she will come up with \$25,000 for next year to put them through another year of full-time day care, and that is on the low end. This is her appeal to the committee that there is some special thought given to this because of their circumstances. They don't have one to worry about but rather three who all fell into this new law after they were 3-1/2 years old.

Mr. Palumbo told the Ruggieri's that the committee would take this into consideration but that he couldn't promise them anything. They were working to do something else, but because of budget constraints, they won't be able to do it. That would have brought the children right in, but, unfortunately, it can't be done.

Mrs. Ruggieri stated that she has filed for a hearing with the

Department of Education because she feels pretty strongly that this is going to put a huge crunch on their family. It won't be for just next year but for some time to come. She has already tried to take out a mortgage against her house, and they told her that they don't have enough equity. This is a big deal for them, and she doesn't want to start her children's career with the Cranston School Department on a sour note, but she has to move forward and proceed.

Mr. Traficante stated that the Ruggieri's called him up approximately one month ago. They had a meeting with Mr. Laliberte, and he is very aware of their situation as well. He is working with them to try to assist them in any way he can. Unfortunately, Mr. Laliberte has been out ill for the past three weeks.

I. Guidance Presentation

Mrs. Jean Greco, Guidance Program Supervisor, made a Power Point presentation to the committee. She noted that Mrs. Joanne DiOrio, a guidance counselor at Cranston High School West, and Mr. Rick Gebhart, a guidance counselor at Cranston High School East were also present at this session. Log on to <http://cpsed/schcom/may19/guidance> to see Mrs. Greco's presentation. In addition, Mrs. Greco distributed to the committee a copy of the K-12 Guidance Framework Program for Cranston Public Schools. A copy of this framework is attached for the record. Mrs. Greco noted that this curriculum framework gives the committee a

sense of the work they have been doing on their curriculum with the topics they cover in their lessons and the results they expect to achieve.

Mrs. Greco commented that the high school counselors were present to answer any questions the committee may have. Mr. Lupino stated that because of the barriers the counselors have against them that were mentioned, his son just recently went through Cranston High School West. He had the good fortune to have Mrs. DiOrio as a

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guidance counselor. He did see her just once a year for the first three years. He had many visits with her in his senior year because that is when he needed the academic counseling for applying to various colleges. He asked how the academic portion of counseling gets mixed in with the true need of what he considers counseling, the needy student, the student who is having a behavior problem. He asked how they became mixed up and how could they be separated at some point in the future. A counselor made a comment at one of the honors nights that he did not know a student because he was a straight A, top in his class student. This counselor had been dealing with the problem students all along. Mrs. Greco responded that this is what her department is trying to change with their new model. They see that students have not only academic needs but also they

have personal, social, and career needs. They can't separate them because they are a part of the whole child. As counselors, they are concerned about the entire student. In terms of the amount of time that students see their counselors, that is why counselors are going into the classrooms because they realize that certain students were taking a lot of the counselors' time. Those who have college applications to submit are seeing their counselors. At Cranston West, Mrs. DiOrio could tell the committee that years ago students applied to three or four schools whereas today they are applying to six or eight schools. That takes twice as much time for counselors to deal with. The frequent flyers are also there waiting for counseling. Especially at Cranston East, the students have to take a number to wait in line. By counselors going into classrooms and meeting in small groups, that is where the counselors are having more contact with students. It is not the same as one to one, but many of the same messages that are kids are given do not have to be delivered 380 times on an individual basis. They like to think of it as giving the broad message to everyone and then see students in small groups to fine tune some of those messages and see them individually to address their own personal and individual concerns. There is a need for both, and they don't want to do away with individual counseling. The percentage of time devoted to an individual is being spread so that they can see more students and to get to know them.

Mr. Palumbo asked if the high school counselors still have to give their recommendations for students who are applying to colleges,

and Mr. Gebhart responded that they do. If they are going to a four-year college, they require it, but for a two-year college or a technical school, it is not necessarily required to have a letter of recommendation.

Mrs. Ciarlo stated that she appreciated what Mrs. Greco and the other counselors are doing. She did see a rash of retirements in the Guidance Department; she believed it was up to eight or nine retirements. She hoped the colleges were working to train guidance counselors. Mrs. Greco indicated that the colleges are working with the Rhode Island School Counselors Association to try to train counselors in what is expected of them as they go out to the schools.

She and Mr. Votto had a meeting with people system wide who may be interested in coming into counseling. There were six interns this past year, and last year there were four interns. They are developing the capacity to replace counselors, and she has had inquiries from people who are interested in shifting levels. Mrs. Ciarlo noted that she usually sees interest in them

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wanting to move up but not to move down. Mrs. Greco stated that it is a very demanding job; it is not a job that people move into who want to retire as people may have done years ago. They want to dispel that myth. As Mr. Gebhart and Mrs. DiOrio could tell anyone, they are very busy.

Mr. Stycos referred to Mrs. Greco's earlier comments that in 1998 a group looked at doing over the entire guidance system. He asked how the staffing has changed since 1998. Mrs. Greco responded that the staffing has changed in that they now have a supervisor of guidance which they officially did not have in 1998. That was one of the recommendations that was made that there be a supervisor for K-12. In terms of increasing counselors, that has not taken place since 1998. Mrs. Ciarlo added that in order to bring back some of the elementary guidance positions, the district had to bring back some of the retired counselors. Mrs. Greco commented that she has had inquiries from secondary counselors regarding coming down to the elementary level. There are also some interns, even though they have been teaching at the high school level, are interested in trying elementary. There is a retiree from the Central Falls School Department who was the director of the high school department there and helped out with a one day per week position. She told Mrs. Greco that if she knew then what she knows now about how enjoyable it is to work with elementary children, she would have chosen her career differently. Mrs. Greco added that she is encouraged. Mr. Stycos asked if the distribution of the staffing between the elementary, middle, and high schools remained the same. In response, Mrs. Greco said that it has remained the same with the exception that they lost one day a week at the elementary level. There were 9.8 elementary counselors, and now they have 9.6. One day per week means that one counselor had three schools this year. Mr. Stycos

stated that one of the things that bothers him is the load that the secondary counselors have, the high schools in particular, because of the social problems and the college applications. When he looks at the number of children in the elementary schools since 1998, it has gone down by approximately 500 students. On the high school level, it has gone up 600 students which is about 20%. There is a declining number of elementary students and a rising number of high school students, and there is a problem with the case loads. He asked if it would make sense to shift some guidance resources from the elementary schools into the high schools. Mrs. Greco responded that numbers wise she could understand why he asked that question, but when it comes to the logistics of scheduling elementary counselors, and if they remove one counselor, that would mean that most counselors would have to have three schools. With three schools, they would have approximately 1-1/2 days at each school which makes implementing the program they have in place next to impossible. She received a phone call from the principal at Horton School where the counselor was reduced to 1-1/2 days per week from 2-1/2 days per week. The principal asked for at least another 1/2 day. There are so many concerns and problems there, and having a counselor going into the classrooms to deliver lessons 1-1/2 days just doesn't cut it. This is the smallest school in the district, and one can imagine the impact this would have on a school with 300 students. Mr. Stycos commented that it would be done by school with the number of students. Mrs. Greco added that if a whole counselor is removed from a school, that would mean that there

would be only 8.6 counselors to service 18 schools. Mr. Stycos stated that he is not

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advocating cutting the elementary because he wants to cut the elementary, but something has to be done at the high school level, and in the guidance budget request, they requested an additional half position or a full position. Mrs. Greco said that the high schools have been requesting additional counselors for a few years. NEASC has recommended that the high schools have another counselor. SALT Surveys have also indicated the same. She would like the committee to consider this for the future. This year the administration has come up with what they saw as the plan for the district to move forward to increase scores especially in the math area. She hoped the School Committee and administration would seriously look at increasing the number of counselors they presently have. Mrs. Ciarlo noted that before looking at the elementary level and the high school level, Western Hills should be considered. Mrs. Greco noted that their ratio is 380 students to 1 teacher which is one of the highest, if not the highest, in the state. Mr. Lupino asked how the problems could be equalized. One of the teachers he knows teaches Kindergarten and three years ago had five rape victims out of a class of thirty plus students. This is the kind of thing the guidance counselors are dealing with. If the students were to sit there, be attentive, be well fed and rested, and have no problems at home, then maybe they could

use numbers of students to shift that around. The problems are going to occur and will be out there. Mrs. Greco stated that she doesn't want to dismantle a program that is working and effective to help out another program because then the problem is moved to another level. The students in Cranston could definitely utilize more counseling services. There is a limit on the mental health facilities that are available for students and their families within this community, and many can't pay for that kind of services. Mr. Lupino added that within the past fifteen years, the district has become an urban ring school. Mrs. Greco commented that she could remember years ago being a Cranston resident and encountering the kinds of difficulties that the young students do. She was alarmed in terms of her lack of knowledge about this as an educator in Cranston. She had read about these problems in the newspaper, and they existed in Providence. Only ten minutes from her doorstep, it was a totally different problem. It is extremely sad the problems Cranston students deal with.

Mrs. Ciarlo thanked Mrs. Greco for her presentation and for the hard work the counselors do. She hoped the committee would be able to get a good contract so that they would be able to fill positions and restore services.

Mr. Traficante asked the ratios at the high schools, and Mrs. Greco responded that Cranston East is 278 to 1. Mr. Gebhart added that the numbers will be going up next year to 290 to 293 to 1. It could be

higher after the summer registrations are completed. Mr. Stycos stated that this is a problem that the committee has to address. Mr. Lupino added that with the central registration there won't be as many surprises at the end of the summer. Because of the accessibility for registrations, people will be able to register ahead of time. Mrs. Greco commented that this takes approximately 45 minutes to one hour of a counselor's time to register a student. If this can be moved outside of the Guidance Department, it would be helpful. Mr. Gebhart noted that it takes longer to register a student with special needs or ESL requirements.

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II. Knowledge Learning Corp. Presentation

Mrs. Ciarlo stated that last year EdS made a presentation to the School Committee, and administration wanted the new members of the committee to get an idea about this program. Other companies have expressed an interest as well. The School Committee wants to know about it, and they would like to discuss Knowledge Learning's contracts with the schools and, in particular, the PTG's. Administration wants the School Committee to know what Knowledge Learning will be contracted to do.

Mr. Tim Reeves thanked administration and the committee for inviting

them back again.

He indicated that the company has transitioned, and he is now in the division that deals with government programs, but he wanted to show the committee some continuity of the organization. He indicated that Jennifer Douglas would be making the presentation this evening.

Ms. Jennifer Douglas, a member of Knowledge Learning Corporation School Partnerships, made a Power Point presentation to the School Committee. She thanked the committee for allowing them to provide additional information since their company has gone through some changes within the past year. Please log on to <http://cpsed.net/schcom/may19/klc> to view this presentation.

Mr. Lupino referred to the proposed tuition rates and asked if the rates were based on monthly rates, and Ms. Douglas said that they were monthly rates. She noted also that they offer county financial assistance for families who qualify. They will put the families in touch who may qualify for free and reduced lunches in the schools because they often qualify for financial assistance through the state for child care reimbursement. For those families who fall midway, the company does provide scholarships.

Mr. Traficante asked what the qualifications were for a program manager at the school site, and Ms. Douglas responded that a program manager or a program administrator is responsible for the oversight of nine or ten sites. They also have a site director on site

daily. Robyn Dold, who is the district manager, indicated that a site director must have a bachelor's degree with a minimum of one year's experience or an associate degree with two years' experience. Those are state requirements and not company requirements. Ms. Douglas added that all their programs are licensed through the state.

Mr. Lupino remarked that the after school program for five days equates to approximately \$15.00 per day. He asks how long the program is, and Ms. Douglas stated that it starts from the break of school to 6:00 p.m. Mr. Lupino noted that for most of the Cranston schools it would be approximately 3 hours or \$5.00 per hour. Ms. Douglas added that it costs less than a parent pays for a babysitter. Ms. Dold added that the school is open six hours per day with before and after school day care. Mr. Lupino commented that he wasn't speaking for anyone, but he thought it would be an after school program to start with. If it were to expand beyond that, it would be something else. Mrs. Ciarlo stated that it would be the individual PTO or PTG working with Knowledge Learning that would determine it.

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Mr. Traficante asked the duration of their preschool time wise. Ms. Dold responded that it would depend on the needs of the school or the community that they would be servicing. Typically they run a preschool depending upon the space they are in from approximately 9:00 a.m. to 4:00 p.m. They can also wrap it around and have care

before and after that as well. They can also do half day programs from 9:00 a.m. to Noon and then again from 1:00 p.m. to 3:00 p.m. or 4:00 p.m. depending on the needs of the school and the space it would be located in.

Mrs. Ciarlo asked how the finances are cared for. She asked if the payment was from the parent to the company or the school. Ms. Douglas said that the company assumes the collection of any finances. They work with the families ahead of time. The schools don't assume any responsibility whatsoever. She reiterated that Knowledge Learning wants to strike up a partnership with each of those schools, but they don't want to negatively impact those schools. They try to furnish the schools with as much information ahead of time so that the school staff can answer as many questions as possible. They are also given the appropriate phone numbers so they can refer the parents to them.

Mr. Traficante asked how many schools they service in the Woonsocket area, and Mr. Reeves responded that they have one school in Woonsocket, and they are in negotiations to open up three other schools. In Central Falls, they have a program in three of their elementary schools.

Mr. Traficante asked how they promote their program to the elementary PTO's, and Mr. Reeves said that they try to present their program to the PTO's. When they offer child care at a PTO meeting,

it is a good way to show good will to the PTO.

Mr. Traficante asked if there is a minimum number of students who must sign up before they institute a program, and Ms. Dold said that they like to see a minimum number of approximately twenty. That doesn't mean that it is a break all for them. It definitely means that they will have a successful program for the children as well as for the staff. It is the number that is most successful for the kids. They are then able to break off into their own age groups and have peers that have like interests where they can do things together. They also do a lot of mentoring in those programs where there are fewer kids they partner up the younger kids with the older kids and do a lot of mentoring projects with them. Ms. Dold went on to say that the program for Woonsocket and Central Falls is a totally different program. That is the government funded No Child Left Behind Act program where they do tutoring only.

Mrs. Ciarlo asked that when they came to Cranston in the fall did they remember what schools prompted the interest that brought it to their attention. Mr. Reeves believed it was Edgewood Highlands School and Arlington School. Mr. Traficante asked Mr. Reeves if they would make a presentation to all PTO's at one time and then go from that point, and Mr. Reeves indicated that they try to get everyone together.

If that isn't possible, they will make presentations on an individual basis. Mrs. Ciarlo suggested that Knowledge Learning make a presentation to the CEAB because there is a

representative on this board from every school. She suggested advanced publicity that might encourage more of them to attend this presentation. Mrs. Greifer indicated that they have no more meetings scheduled for the remainder of this year with the exception of a dinner meeting. Their first meeting for the new school year is held in October.

Ms. Douglas added that they would be happy to host a breakfast or a luncheon to help accommodate some of those people. Mrs. Greifer felt that it would have to be an evening function. She will contact the chairwoman of CEAB to set up a presentation for October. Ms. Dold stated that they have to license 90 days before with the state, and this is a problem. Mrs. Ciarlo commented that they know that Edgewood Highlands School is already interested in the program, and they could start with one school. The grapevine is more effective in Cranston than the Internet.

Mr. Lupino asked about the insurance and liability, and Ms. Douglas indicated that Knowledge Learning takes care of it. Mr. Traficante asked how they work it out with regard to the building facilities of the school department, Ms. Dold stated that it varies by school districts. Sometimes it is the principal making that decision, sometimes the building facilities manager doing it, or the school district. That would be under the committee's guidance as to whom they want them to

work with and how they would like it to begin. Ms. Douglas added that because their program is in a multi-purpose room such as a cafeteria or a gymnasium, they work closely with that person because in order to provide a quality program they need to have the ability to use that space. There are programs such as band concerts or choir concerts so they are use to using alternate space. Ms. Dold commented that they are pretty compact. It is a foldable program; all their materials fit inside cabinets that close together, lock, and roll away into a corner or a closet or a very small compact space so that they are not in the way of anything. It is convenient to move to another location should the need arise.

Mr. Lupino asked how they arrange substitutes, and Ms. Dold responded that they try to have substitutes on staff who can be called in for an emergency if someone calls in sick. It isn't always possible because two or three people are out at the same time. They have their local managers who are never in ratio. That person would act as a backup person in an emergency. There are several managers in the area who would serve as backup people. In addition, there are some sites that are overstaffed, and they move around to other locations.

Mr. Archetto asked if the staff and substitutes go through a security check, and Ms. Dold said that they do. That is a Rhode Island state regulation.

Ms. Douglas asked that the school department contact her to plan the

presentation to the PTO's and/or CEAB. Ms. Robyn Dold indicated that she is the district manager and covers all of New England, Massachusetts, New Hampshire, Rhode Island, Connecticut, and Maryland. Ms. Kimberly Jennings, who was also present, is one of their program administrators. She has several districts that she oversees in Massachusetts. She is someone who would help do the training, hiring, ordering the equipment, setting up programs, etc.

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Mrs. Ciarlo asked if some of the teachers would be teachers from this school district, and Ms. Dold said that many of them are. They also hire many college students who are going into the education field and end up working in the school they are working in for Knowledge Learning.

Mr. Lupino asked if there was a dispute resolution component to the contract that they make with the parents. Ms. Dold indicated that they have a chain of command list that is posted on the parent board which tells them that if they have a problem, a concern, or a suggestion who they can call. It goes up to the president of their company. They can skip all of them and go right to the president of the company. They can usually be helped at the site level. Ms. Douglas added that sometimes those calls make their way into the administrative offices, but 99.9% of the time they let the principal or

superintendent know what they are dealing with in case they get a phone call.

Mr. Lupino commented that many parents would need this type of care and perhaps extended care during school vacations. That is a time when the district does a lot of heavy maintenance in their buildings, and he asked how it would be worked out. Ms. Douglas responded that during the school year they may have programs running in all the schools, but during the breaks many families take vacations. They strategically locate throughout the district in a few areas and consolidate the programs. They tell the families that they will serve these four schools in one location, and they work it out with the facilities people and rotate it around from break period to break period so one school is not impacted. The parents are given ample notice so they will know they have different options to utilize. Ms. Dold added that on non-school holidays or an in-service day for the teachers, they do the same thing.

Mr. Traficante asked what their capacity is for the special needs child, and Ms. Dold said that they have a great procedure for enrolling the special needs child. They ask the parent up front if their child has any special needs they are aware of. They are invited in for a free day, walk through the program, and they actually discuss it with a special needs coordinator in their home office. If Knowledge Learning is not the right fit for a child, they try to make recommendations or bring the child in for a thirty-day trial period to

see how their child fits. It may be that they fit in on the trial day, and there was no need for a trial period. They will always try to find other resources for a child when the program is not right for them. Licensing does state that they cannot alter their normal day for a special needs child because they are under strict licensing guidelines; they can't do a one on one ratio with a special needs child unless the one on one comes with that child.

Mr. Lupino remarked that the committee met with Mr. Reeves in October 2004, and this company went through a metamorphosis as did the committee; and that is the reason for this additional presentation tonight. He would like to have some means of communication with this company to see how they are progressing. The administration would like to turn this over to the PTO groups and the CEAB. He would like to be apprised of how it is progressing because it is an important enough program whether it is their program or someone else's program that the district do something like this. Ms.

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Dold indicated that she e-mailed Mr. Lupino a list of schools that are fairly close to Cranston. The committee and administration are welcome to go to one of them to see how they function during the day.

Mrs. Ciarlo stated that Knowledge Learning will send her monthly reports, and she in turn will forward them to the School Committee.

III. Proposed Policy Regarding Eligibility for Kindergarten

Mrs. Ciarlo stated that this proposed policy would put the district in agreement with the state regulations. The district doesn't have a current policy. She added that if a child is particularly precocious, the parent has always had the ability to have the child tested to start earlier. There aren't too many that come along, but there are some and she wants to leave the door open. Her heart goes out to the family who spoke earlier. The district doesn't have the staff or the time to test all of these students. This proposed policy simply states that the district is following state law. Mr. Lupino commented that if the district doesn't have a policy, then it doesn't have a leg to stand on with these parents. Mr. Palumbo said that state law says who can be allowed into Kindergarten. Ms. Iannazzi added that state law supersedes school committee policy. Mrs. Ciarlo commented that some communities want to allow more children into their schools, but given Cranston's budget, it doesn't have the resources to do it right now. If someone asks what Cranston's policy is, the answer is that Cranston's policy is the same as the state's which states that a child must be five years old on or before September 1st to enter Kindergarten and six years old before September 1st to be in Grade 1.

It is usually for the benefit of the child when the age factor is

considered.

Mr. Stycos asked what percentage of children would score better than 6 on the Cranston Public Schools' Child Outreach Screening Assessments. Mrs. Ciarlo responded that over the years she could count on one hand the number of children who have entered the program because of their high scholarship. During the past year, it was due to the change in age requirement for entrance to Kindergarten.

Mr. Lupino indicated that the state allowed for an exception because of the change in the first year. He asked why the committee would be adding it in subsequent years, and Ms. Iannazzi responded that the state still allows for the exception at the discretion of the individual city or town. Mrs. Ciarlo added that we have the policy that will accommodate the very precocious child whose parent might say that the child has been reading from age 2. It is to take away from trying to test half if not all of the Kindergarten class because they will all want to come in nor are we following the intent of the state law in the doing thereof. Mr. Lupino commented that he was under the impression that it was for the first year only when the law was changed. He asked for a clarification on this issue and asked why the committee would add something on to state law that would put them in another situation. Mrs. Ciarlo said that the district would never want to deny the less than 1% of the population who are ready for Kindergarten. When people ask for exceptions, the district can say

that their policy is

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state law. Mr. Archetto asked if the district doesn't have a policy, could they be flexible towards the individual in question, and Mrs. Ciarlo responded that the district was flexible in the first year because it was a transition year. Some came in, and the district determined that it couldn't keep it up because most of them being tested weren't ready regardless of their age. The district is trying to develop consistency which says this is when a child can go to Kindergarten and this is the age when a child can enter first grade. It would start a precedent for the future. The district is trying to afford what it has to do. It should not take on more than it can do because there won't be money to do it. If the district could, it would open an integrated pre-school program, and someone like this family could participate in it. Mr. Traficante noted that one child doesn't qualify, but they are trying to get help for the other two hopefully through the integrated pre-school program. Mr. Laliberte did test them, and it showed quite clearly that it would only hurt the child if they were pushed forward. They should go through another year of pre-school. They have been working with the Ruggieri's for quite some time.

Mrs. Greifer remarked that she would like to see a decision made based on law and what is good educationally for a child. If a family has made certain life choices based on an assumption that an

exception is going to be made for their child, that is their assumption to make. Mr. Traficante commented that Mr. Laliberte told the parents that they would be hurting their children if they do this. He told them that he can't stop them from appealing to the state, but they would be hurting their own children. He believes that they would be willing to accept the integrated program. Ms. Iannazzi stated that she wished the committee could make a difference between someone who is approaching it with reasons such as them which are financial reasons and people who are approaching it that their child is really capable of entering Kindergarten. She was a four year old in Kindergarten, and had she waited another year, she would have been bored.

Moved by Mr. Lupino, seconded by Mrs. Greifer and unanimously carried that the work session be adjourned.

There being no further business to come before the work session, it was adjourned at
8:55 p.m.

Respectfully submitted,

Anthony J. Lupino
Clerk

**Comprehensive K -12
Guidance Program in the
Cranston Public Schools**

[Working Document]

May 2005

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 Following School Rules Introducing the School Year & Counselors

 The School Counselor

 ASCA National Standards

 Following School Rules Introducing the School Year & Counselors

 The School Counselor

 ASCA National Standards

 Following School Rules Introducing the School Year & Counselors

 The School Counselor

 ASCA National Standards

 Following School Rules Introducing the School Year & Counselors

 The School Counselor

 ASCA National Standards

 Following School Rules

October Social Skills

 Understanding Feelings of Self & Others

 Expressing Feelings Appropriately

 Making & Keeping Friends Social Skills

 Understanding Feelings of Self & Others

 Expressing Feelings Appropriately

 Making & Keeping Friends Social Skills

 Understanding Feelings of Self & Others

 Expressing Feelings Appropriately

 Making & Keeping Friends Study Skills

 Listening/Following Directions

 Organizational Skills

 Time Management

 Homework Completion

 Learning Styles

 Test-taking Tips Study Skills

 Listening/Following Directions

 Organizational Skills

 Time Management

 Homework Completion

 Learning Styles

 Test-taking Tips Study Skills

 Listening/Following Directions

 Organizational Skills

 Time Management

 Homework Completion

 Learning Styles

 Test-taking Tips

November Respect for Self & Others

 Tolerance

 Bullying

 Community Service Respect for Self & Others

 Tolerance

 Bullying

 Community Service Respect for Self & Others

 Tolerance

 Bullying

 Community Service Study Skills

 Continued from October

 Cooperation/Team

work

 Working in Small Groups Study Skills

 Continued from October

 Cooperation/Team

work

 Working in Small Groups Study Skills

 Continued from October

 Cooperation/Team

work

 Working in Small Groups

December Being Responsible

 Responsibility at School, Home & Community

 Making Good Choices

 Accepting Consequences for Behavior Being Responsible

 Responsibility at School, Home & Community

 Making Good Choices

 Accepting Consequences for Behavior Being Responsible

 Responsibility at School, Home & Community

 Making Good Choices

 Accepting Consequences for Behavior Being Responsible

 Responsibility at School, Home & Community

 Making Good Choices

 Accepting Consequences for Behavior Being Responsible

 Responsibility at School, Home & Community

 Making Good Choices

 Accepting Consequences for Behavior Being Responsible

 Responsibility at School, Home & Community

 Making Good Choices

 Accepting Consequences for Behavior

January Conflict Resolution

 Problem Solving

 Cooperation/

Compromise

 Anger Management

 Bullying/Peer Pressure Conflict Resolution

 Problem Solving

 Cooperation/

Compromise

 Anger Management

 Bullying/Peer Pressure Conflict Resolution

 Problem Solving

 Cooperation/

Compromise

 Anger Management

 Bullying/Peer Pressure Conflict Resolution

 Problem Solving

 Cooperation/

Compromise

 Anger Management

 Bullying/Peer Pressure Conflict Resolution

 Problem Solving

 Cooperation/

Compromise

 Anger Management

 Bullying/Peer Pressure Conflict Resolution

 Problem Solving

 Cooperation/

Compromise

 Anger Management

 Bullying/Peer Pressure

February Conflict Resolution

 Problem Solving

 Cooperation/

Compromise

 Anger Management

 Bullying/Peer Pressure Conflict Resolution

 Problem Solving

 Cooperation/

Compromise

 Anger Management

 Bullying/Peer Pressure Conflict Resolution

 Problem Solving

 Cooperation/

Compromise

 Anger Management

 Bullying/Peer Pressure Conflict Resolution

 Problem Solving

 Cooperation/

Compromise

 Anger Management

 Bullying/Peer Pressure Conflict Resolution

 Problem Solving

 Cooperation/

Compromise

 Anger Management

 Bullying/Peer Pressure Conflict Resolution

 Problem Solving

 Cooperation/

Compromise

 Anger Management

 Bullying/Peer Pressure

March Career

Awareness Career

Awareness Career

Awareness Career Awareness Career Awareness Career Awareness
April Coping Skills/Anger Management Coping Skills/Anger
Management Coping Skills/Anger Management Coping Skills/Anger
Management Coping Skills/Anger Management Transition Activities
May Safety Skills at Home, School, Community Safety Skills at Home,
School, Community

Test Preparation Safety Skills at Home, School, Community Safety
Skills at Home, School, Community Safety Skills at Home, School,
Community Transition Activities

June Safety Skills at Home, School, Community Safety Skills at
Home, School, Community Safety Skills at Home, School,
Community Safety Skills at Home, School, Community Safety Skills at
Home, School, Community Transition Activities

Essential Activities, Expected Results & Alignment with Standards
Activity

Name Expected Results

for Students Standard(s) Addressed

Students will: A-A A-B A-C C-A C-B C-C PS-A PS-B PS-C

Being Responsible  Learn strategies for responsible
behavior.

Career Awareness  Describe the relationship between
school and work.

 Make connections between interests/abilities, and the world
of work.

Conflict Resolution  Acquire and apply skills to resolve
conflicts.

Cooperation/Teamwork  Work cooperatively in small and large groups.

 Increase their level of participation in community service projects.

 Continue to acquire and apply study skills.

Coping Skills/Anger Management  Learn techniques for managing stress and conflict.

Introducing the School Year & Counselors  Establish meaningful relationships with counselors.

 Understand and abide by the rules of the school community.

Respect for Self & Others  Show more respect for self and others.

 Increase their level of participation in community service projects.

Safety Skills at Home, School, Community  Acquire personal safety skills to deal with a variety of situations.

Social Skills  Recognize feelings of one's self and others.

 Express feelings appropriately.

 Learn how to form and maintain friendships.

Study Skills  Acquire and consistently apply study skills required for academic success.

Test Preparation Tips  Develop attitudes and behaviors for successful test-taking.

Transition Activities  Acquire the skills to make a successful transition to middle school.

Cranston Middle School Essential Counseling Curriculum

Month Grade 6 Grade 7 Grade 8

August  Transitioning

September Meet & Greet

 Bullying

 Transitioning

 Organizational Skills Meet & Greet

 Bullying

 Time Management

 Organizational Skills Meet & Greet

 Bullying

 Time Management

 Organizational Skills

October Team Building

 Time Management

 Transitioning

 Self Esteem Team Building

 Time Management

 Transitioning

 Self Esteem Team Building

 Personality Types

 Long Term Projects

November Power of Pride Week

 Family Relationships (Puzzle Night)

 Responsibility

 Honesty Power of Pride Week

 Family Relationships (Puzzle Night)

 Responsibility

 Honesty

 Long Term Projects Power of Pride Week

 Family Relationships (Puzzle Night)

 Responsibility

 Honesty

 Vocational Assessment

 High School Visits

 Transitioning

December Relationships

 Bullying

 Friends Relationships

 Bullying

 Peers Relationships

 Bullying

 Making Choices

 High School Visits

January Team Building

 Problem Solving Team Building

 Conflict Resolution Team Building

 High School Scheduling

 Transitioning

 Career Choices

 Being a Team Member

February Personal Growth

(National School Counseling Week)

 CAPS

 Time Management

 Long Term Projects Personal Growth

(National School Counseling Week)

 Self Esteem

 Preparation for Tests Personal Growth

(National School Counseling Week)

 High School Scheduling

 Career Interests

 Preparations for Tests

March Bullying (School-wide Outside Program)

 CAPS

 Time Management

 Long Term Projects Bullying (School-wide Outside Program)

State Testing Bullying (School-wide Outside Program)

State Testing

April Team Building

 Self Esteem Team Building

 Learning Styles Team Building

 Career Choices

May Career Development

 Character Day Career Development

 Career Day Career Development

 Job Shadowing

 Transitioning

June Building Bridges

 Assessment Survey Building Bridges

 Interest Inventory Building Bridges

 Transitioning

**Essential Activities, Expected Results & Alignment with Standards
Activity**

**Name Expected Results
for Students**

Students will: Standard(s) Addressed

A-A A-B A-C C-A C-B C-C PS-A PS-B PS-C

**Bullying  Learn and employ a variety of strategies/tools to
address bullying.**

 Exhibit decreased tolerance for bullying behaviors.

** Learn alternative strategies for coping with anger and
frustration.**

**CAPS (Hats for Sale)  Be aware of counseling standards and
how they support student success.**

**Career Development  Interact with adults from a variety of
careers.**

 Be aware of and explore career opportunities.

**Conflict Resolution  Learn and employ a variety of
strategies/tools to resolve conflicts (e.g., peer mediation**

programs).

Family Relationships (Puzzle Night)  Have a positive experience with their families as members of a school community.

Friends  Learn skills for developing friendships.

High School Scheduling  Complete a high school schedule, including electives.

High School Visits  Understand and make informed decisions regarding high schools.

Honesty  Understand what cheating is, and its consequences.

Interest Inventory  Identify their interests and link them to educational and employment opportunities.

Learning Styles  Identify their personal learning style and how it affects learning.

Long-term project planning  Develop skills that are essential for completing long-range projects in a timely manner.

Making Choices  Develop decision-making skills.

Meet & Greet (Class, Groups, Individuals)  Establish meaningful interactions with counseling staff.

Organizational Skills Orientation  Effectively utilize their planners and schedules.

Personality Type  Identify their personality type and understand how different personality types affect behavior and learning.

Preparation for State Testing  Develop skills for studying

and test-taking.

Problem Solving  Learn a variety of problem solving strategies and techniques.

Relationships  Develop healthy relationships.

Respect (Power of Pride Week)  Take pride in themselves.

 Interact with peers and adults, utilizing good manners and appropriate behavior.

 Participate in community services (e.g., food drive, POP week).

Responsibility  Accept responsibility for their work, belongings and actions.

Self-Esteem  Identify their strengths.

 Set short-term goals to improve an area of weakness.

State Testing  Complete State testing.

Team Building Skills  Develop and strengthen team relationships.

Time Management  Develop and apply effective time management skills.

Transitioning  Develop skills that facilitate their transition from middle school to high school and from elementary to middle school.

Vocational Assessment  Identify their interests through an interest inventory.

 Make connections between interests, abilities and coordinating jobs.

Cranston High School East Essential Counseling Curriculum

Months 9 10 11 12

September  Student Orientation  Student

Orientation  Student Orientation  Credit Audit

 Alternative Education Plans

 Postsecondary Plans

 SAT Registration

October  Learning Styles

 Time Management  Extra Curricular Activities

 Use of Notebook and Taking Notes  Student Success Factors

 PSAT  College Application Process

 SAT/ACT Registration

 Voter Registration Information

November  Discussion on Cranston Career & Technical Center

 Personal/Social Issues—Bullying, Conflict Resolution

 Cranston Regional Vocational Fair  World of Work  Conflict Resolution

 How to be a Role Model  College Application Process

 Reverse College Day

 Talent Development PEP/ College Readiness/Access

 Taking SAT

December  Personal/Social Issues—Responsibility,

Attendance, Health/Wellness

 Visit to Career & Technical Center

 Visit to High School by 8th

Graders  Personal/Social Issues—Conflict

Resolution  Personal/Social Issues—Lifestyles, Nutrition,

Alcohol/Drugs  College Application Process

 Taking SAT/ACT

 Being Responsible

January  Career Exploration in Study Skills Classes

 Digital Portfolio

 Participating in School Community  Graduation

Requirements  Job Readiness Skills

 Career Interests and Career Exploration  Credit

Audit

 Postsecondary Plans

 Financial Aid Night/ Updates on Scholarships

February  Course Selection Process

 Reviewing Student Transcripts  Course Selection

Process

 Reviewing Student Progress  Course Selection

Process

 Exploring Postsecondary Options  Financial Aid

Applications

March  Course Selection Process

 Diversity Month  Course Selection Process

 Career Interests and Career Exploration

 Personal/Social Issues—Lifestyle, Rest, Stress, Nutrition  Course Selection Process

 SAT & ACT Registration

 Career Exploration  Financial Aid Applications

 Conflict Resolution and Violence

April  Diversity—Getting Along with Others

 School Spirit Month  Current Events (e.g., How Terrorism Affects Their Lives)

 Interpersonal Skills  Postsecondary Opportunities

 Taking ACT

 College Computer Search

 Diversity Week  Drugs & Alcohol

 Postsecondary Plans

May  Preparation for Final Exams (Time Management)

 Credit Audit  Personalization—Meaningful Relationships with Adults

 Credit Audit  Safety and Survival Skills

 Being Responsible

 Credit Audit

 Taking SAT

 College Computer Search  Personal Exploration/Positive Self-Image

 Credit Audit

June  Preparation for Final Exams

 Digital Portfolio

 Summer School Discussions  Preparation for Final

Exams

 Postsecondary Plans

 Summer School Discussions  Preparation for Final Exams

 Summer School Discussions

 Alternative Education Plans  Preparation for Final Exams

 Summer School Discussions

 Graduation Festivities

FY05 Scheduled Activities

Classroom Presentations

9 10 11 12

Study Skills Classes, Credits for graduation, 4-year college requirements, success in school, attendance, homework, preparation, involvement, good choices, setting goals.

November/December Study Skills Classes—“Thinking Stage” regarding post-secondary plans, goals, skills needed for success, groups/clubs/sports, community service, jobs.

January/February “Planning Stage” regarding post-secondary opportunities, credits, transcripts, plans/goals, postsecondary plans, (2-year schools, 4-year schools, vocational/technical schools, specialty schools, military, work, attendance, involvement, good choices (in English classes).

March/April Discussion of transcripts and postsecondary opportunities (2-year schools, 4-year schools, vocational/technical schools, specialty schools, military, work, volunteer, travel (in

English classes).

September/October

Scheduled One-on-One Meetings with All Students

9 10 11 12

Meet with all ninth graders twice minimally (October/November and February/March) to assess transition to high schools, grades, adjustment, scheduling, credits and graduation requirements, goal setting, career interest, time management, study skills. Meet with all tenth graders twice minimally (November/December and February/March) to assess credits and graduation requirements, transcripts, postsecondary plans, 2-year and 4-year schools, clubs/groups/sports, community service, work, career interests, time management, peer relationships. Meet with all eleventh graders three times minimal (November/December, February/March and April/May) to assess credits and graduation requirements, transcripts, career interests, 2-year and 4-year schools, vocational/technical schools, specialty schools, work, military, jobs, travel, volunteer. Meet with all 12th grade students in September to further discuss postsecondary including 2-year schools, 4-year schools, vocational/technical schools, specialty schools, test information, college applications,, financial aid, work, military, volunteer, travel.

All seniors are encouraged to see their guidance counselors as often as necessary during the school year to meet their needs.

Optional year-end (May/June) meetings with seniors to wrap-up.

Ongoing Scheduled Activities

-  Review Report Cards (Grades 9-12)**
-  Review Progress Reports (Grades 9-12)**
-  College representatives visit the high school.**
-  Reverse College Day**
-  Outside of s conferences**
-  Guidance counselors tours to area colleges/universities.**

Cranston High School West Essential Counseling Curriculum

Month Grade 9 Grade 10 Grade 11 Grade 12

September Transition to High School—Small Group

Meetings College Visitations

Test Information (SAT)

October Time Management

Learning Styles

Study Skills

Interim Review

Goal Setting Time Management

Interim Review Test Information (PSAT)

Interim Review College Visitations/Applications

Senior Transition

Interim Review

November Report Card Review

Career Exploration

Cranston Area Career & Technical Center (CACTC) Recruitment

Study Skills Time Management

Report Card Review Report Card Review Senior Transitions

College Applications

Report Card Review

December CACTC Visitations

Interim Review

Personal/Social Responsibilities Interim Review

Personal/Social Responsibilities Interim Review

Personal/Social Responsibilities Interim Review

College Application Process

Personal/Social Responsibilities

January Report Card Review

CACTC Application & Interviews Report Card Review

Career Research Test Information (SAT)

Job Readiness Skills

Report Card Review

Review PSAT Results Financial Assistance

College Application Process

Job Readiness Skills

Report Card Review/Credit Review

February Course Selection Process Course Selection Process Course

Selection Process Graduation Eligibility

March Course Selection Process

Interim Review Course Selection Process

Life Style Choices

Career Interests Course Selection Process

College Information/Visitations

State Assessments Graduation Eligibility

April Peer Relationships

Conflict Resolution

Report Card Review Peer Relationships

Conflict Resolution

Report Card Review Senior Transitions

Peer Relationships

Report Card Review Graduation Eligibility

**May Credit Review Credit Review Credit Review Graduation
Preparation**

June Summer School Discussions Summer School

Discussions Summer School Discussions Graduation Preparation

Ongoing Social Responsibilities

Report Card Review

Interim Report Card Review Social Responsibilities

Report Card Review

Interim Report Card Review Social Responsibilities

Job Readiness

Report Card Review

Interim Report Card Review Social Responsibilities

Job Readiness

Report Card Review

Interim Report Card Review

Essential Activities, Expected Results & Alignment with Standards

Activity

Name Expected Results

for Students

Students will: Standard(s) Addressed

A-A A-B A-C C-A C-B C-C PS-A PS-B PS-C

Career Interests  Identify interests and values that relate to careers.

Career & Technical Center Visitations  Determine career and technical programs of interest and submit applications to counselors by March 15 deadline.

College Applications  Complete applications accurately and on time.

College Visitations  Develop a list of 5-6 schools, gather information and prepare/submit applications.

Conflict Resolution  Learn and apply strategies to solve conflicts without violence.

Financial Assistance  Identify sources for scholarships and complete applications for financial assistance.

Graduation Requirements/Credit Review  Develop strategies and implement them to make improvements in academic areas.

Job Readiness Skills  Produce personal resumes and participate in role-playing interviews.

Learning Styles  Articulate how they learn best.

Meeting 9th Grade (small groups)  Meet support staff and be able to seek help when needed.

Peer Relationships  Understand peer pressure and how it influences personal decisions.

Review Interim Reports  Reflect on progress made and areas

for improvement.

Review Report Cards  Reflect on progress made and areas for improvement.

Scheduling  Select courses that are appropriate to meet academic goals.

Senior Transition  Develop plans to meet career and educational goals.

Social Responsibilities  Describe the importance of community service and social responsibility.

State Assessment Testing  Be informed about testing and its purposes & assigned appropriate support services, as needed

Study Skills  Learn strategies for completing assignments on time and achieving standards.

Test Information (PSAT/SAT)  Register for appropriate tests.

Time Management Skills  Manage classwork and extra curricular activities without impact on academic success.

Transition to High School  Develop an essay to be included in digital portfolio, outlining long and short-term goals.

Wage & Earnings (Lifestyles)  Identify connections between educational and potential earnings.

Cranston Counseling Standards & Competencies

Domain Standard

Academic A Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.

Academic B Students will complete school with the academic

preparation essential to choose from a wide range of substantial post-secondary options, including college.

Academic C Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career A Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Career B Students will employ strategies to achieve future career goals with success and satisfaction.

Career C Students will understand the relationship between personal qualities, education, training and the world of work.

Personal/Social A Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Personal/Social B Students will make decisions, set goals, and take necessary actions to achieve goals.

Personal/Social C Students will understand safe